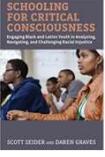
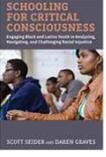


## Schooling for Critical Consciousness



Connecticut School Discipline Collaborative  
Webinar  
June 16, 2020

Daren Graves, Simmons University  
Scott Seider, Boston College





---

---

---

---

---

---

---

---

## Schooling for Critical Consciousness

- Introduction to critical consciousness
- Five tools for fostering critical consciousness
- Questions, comments & feedback



---

---

---

---

---

---

---

---

## Racism, Not Genetics, Explains Why Black Americans Are Dying of COVID-19

The latest overall COVID-19 mortality rate for Black Americans is 2.4 times as high as the rate for Whites and 2.2 times as high as the rate for Asians and Latinos.





---

---

---

---

---

---

---

---

### Young People's Awareness of Racism

- Children of color in the U.S. as young as six years old demonstrate awareness of stereotypes about their own racial group (Bigler, Averhart, & Liben, 2003)
- 77% of African American adolescents report at least one incident of experienced discrimination within the past three months (Prelow, Danoff-Burg, Swenson, & Pulgiano, 2004; Seaton, 2010).



---

---

---

---

---

---

---

---

### Culture of Achievement

- Schools need to foster Black youths' **identities of achievement** by honoring the long history of Black achievement in the face of constraints and limits



---

---

---

---

---

---

---

---

#### Achievement as Resistance

- Belief that one's own achievement represents a counter-narrative and form of resistance to White supremacy --Dorinda Carter Andrews



#### Resilient Resistance

- A process in which students a) confront the negative portrayals and ideas about their group; b) are motivated by these negative images and ideas; and c) are driven to navigate through the educational system for themselves and for other group members --Tara Yosso



---

---

---

---

---

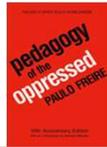
---

---

---

### Defining Critical Consciousness

- To recognize oppressive social forces shaping society and take action against them (Freire, 1973)
- “Read the word in order to read the world”




---

---

---

---

---

---

---

---

### Why Critical Consciousness Matters

- Resilience/healing (Ginwright, 2010)
- Self-esteem (Godfrey et al., 2019)
- Political engagement (Diemer & Li, 2011)
- Professional aspirations (Diemer & Blustein, 2006)
- Academic engagement (O'Connor, 1997)
- Academic achievement (Seider, Clark, & Graves, 2020)




---

---

---

---

---

---

---

---

### Dimensions of Critical Consciousness



Watts, Diemer, & Voight, 2011

---

---

---

---

---

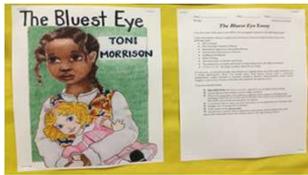
---

---

---

### Social Analysis

The ability to name and analyze the social, political, and economic forces that contribute to inequity and inequality.



Simmons UNIVERSITY

BOSTON COLLEGE Lynch School of Education and Human Development

---

---

---

---

---

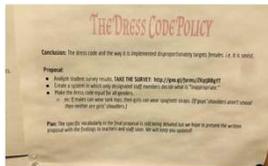
---

---

---

### Political Agency

The belief that one has the capacity to effect social or political change



Simmons UNIVERSITY

BOSTON COLLEGE Lynch School of Education and Human Development

---

---

---

---

---

---

---

---

### Social Action

A wide range of activities through which individuals seek to resist and challenge oppressive forces.



Simmons UNIVERSITY

BOSTON COLLEGE Lynch School of Education and Human Development

---

---

---

---

---

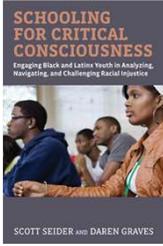
---

---

---

### Our Study

- Research question
  - What role can schools and educators play in fostering youth critical consciousness?
- 5 high schools
  - Civic missions
  - Diverse pedagogical approaches
- Class of 2017
  - 5 waves of surveys (335 students)
  - 4 waves of interviews (60 students, 31 faculty)
  - 335 observation days



**SCHOOLING FOR CRITICAL CONSCIOUSNESS**  
Engaging Black and Latinx Youth in Analyzing, Navigating, and Challenging Racial Injustice  
SCOTT SEIDER AND DAREN GRAVES




---

---

---

---

---

---

---

---

---

---

### Key Tools for Fostering Critical Consciousness

- Introducing a framework
- Students teaching students
- Effecting school change
- Real-world assignments
- Teachers getting personal






---

---

---

---

---

---

---

---

---

---

### Key Tools for Fostering Critical Consciousness

- **Introducing a framework**
- Students teaching students
- Effecting school change
- Real-world assignments
- Teachers getting personal






---

---

---

---

---

---

---

---

---

---

### Make the Road Academy

Mission: To offer students an education that strengthens our community by equipping them to address educational and social inequities.



Simmons UNIVERSITY

BOSTON COLLEGE Lynch School of Education and Human Development

---

---

---

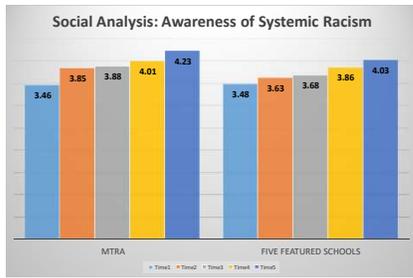
---

---

---

---

---



Sample Item: "Prejudice and discrimination in the educational system limit the success of Black and Latino people." (5-point Likert scale)

BOSTON COLLEGE Lynch School of Education and Human Development

---

---

---

---

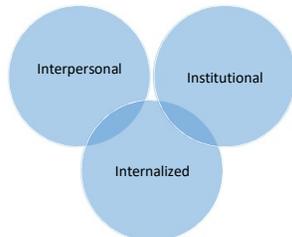
---

---

---

---

### Social Engagement @ MtRA



Simmons UNIVERSITY

BOSTON COLLEGE Lynch School of Education and Human Development

---

---

---

---

---

---

---

---

## Social Engagement @ MTRA



### THE BLACK PANTHER PARTY FOR SELF DEFENSE THE TEN POINT PROGRAM

1. **WE WANT freedom. We want power to determine the destiny of our Black Community.**  
WE BELIEVE that black people will not be free until we are able to determine our destiny.
2. **WE WANT full employment for our people.**  
WE BELIEVE that the federal government is responsible and obligated to give every man employment or a guaranteed income. We believe that if the white American businessmen will not give full employment, then the means of production should be taken from the businessmen and placed in the community so that the people of the community can organize and employ all of its people and give a high standard of living.
3. **WE WANT an end to the robbery by the CAPITALIST of our Black Community.**  
WE BELIEVE that the major government has robbed us and now we are demanding the overdue debt of forty acres and two mules. Forty acres and two mules were promised 100 years ago as reparation for the slave labor and mass murder of black people. We will accept the payment in currency which will be distributed to our many communities. The Germans are now selling the Jews in Israel for the genocide of the Jewish people. The Germans murdered six million Jews. The American racist has taken part in the slaughter of over fifty million black people. Therefore, we feel that this is a modest demand for us make.

Simmons UNIVERSITY

BOSTON COLLEGE  
Lynch School of Education  
and Human Development

---

---

---

---

---

---

---

---

---

---

## Applying the Three I's Framework

- "Like, in our city, it's a lot of Chicken Shacks everywhere. You can always find a Chicken Shack here, but if you go out to like the suburbs or something like that, you're not gonna find one nowhere around. Like you might find a Whole Foods or like a farmer's market or something like that. The options of everything is just much different, and it just seem like certain things are put where they put for a reason... Freshman year, when we was in the [Social Engagement] class, it made me think about stuff differently, and once I started thinking about it, you start putting the pieces together, and you start noticing like nothing happens just because. Like, it's all for some reason, like somebody's benefitting from everything, somebody's not benefitting from everything. It's set up this way for a certain reason."

--Michael, 12<sup>th</sup> grader, Make the Road Academy

Simmons UNIVERSITY

BOSTON COLLEGE  
Lynch School of Education  
and Human Development

---

---

---

---

---

---

---

---

---

---

## Applying a Framework

- "Like, in our city, it's a lot of Chicken Shacks everywhere. You can always find a Chicken Shack here, but if you go out to like the suburbs or something like that, you're not gonna find one nowhere around. Like you might find a Whole Foods or like a farmer's market or something like that. The options of everything is just much different, and it just seem like certain things are put where they put for a reason... Freshman year, when we was in the [Social Engagement] class, it made me think about stuff differently, and once I started thinking about it, you start putting the pieces together, and you start noticing like nothing happens just because. Like, it's all for some reason, like somebody's benefitting from everything, somebody's not benefitting from everything. It's set up this way for a certain reason."

--Michael, 12<sup>th</sup> grader, Make the Road Academy

Simmons UNIVERSITY

BOSTON COLLEGE  
Lynch School of Education  
and Human Development

---

---

---

---

---

---

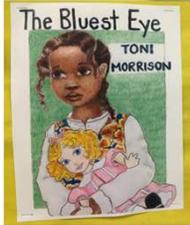
---

---

---

---

### Applying a Framework



Simmons UNIVERSITY

BOSTON COLLEGE Lynch School of Education and Human Development

---

---

---

---

---

---

---

---

### Applying a Framework & COVID-19

The latest overall COVID-19 mortality rate for Black Americans is 2.4 times as high as the rate for Whites and 2.2 times as high as the rate for Asians and Latinos.

BOSTON COLLEGE Lynch School of Education and Human Development

---

---

---

---

---

---

---

---

### Key Tools for Fostering Critical Consciousness

- Introducing a framework
- **Students teaching students**
- Effecting school change
- Real-world assignments
- Teachers getting personal



Simmons UNIVERSITY

BOSTON COLLEGE Lynch School of Education and Human Development

---

---

---

---

---

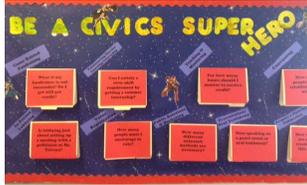
---

---

---

### Leadership High School

Mission: To educate socially responsible students for a life of active and engaged citizenship.



---

---

---

---

---

---

---

---

### Social Action: Commitment to Activism



Sample Item: How likely is it now or in the future you will take part in a protest? (5-point Likert scale)

---

---

---

---

---

---

---

---

### Sociology of Change

#### Ganz's Theory

1. Relationships
2. Storytelling
3. Strategizing
4. Action
5. Structure

#### #ACTIVISM

Use Twitter to check out the following hashtags to find evidence to support AND refute your assigned proposition.

- #StandWithAhmed
- #BringBackOurGirls
- #StandWithPPP
- #Kony2012

---

---

---

---

---

---

---

---

### Change the World Projects



Simmons UNIVERSITY

BOSTON COLLEGE Lynch School of Education and Human Development

---

---

---

---

---

---

---

---

### Change the World Projects

- “Some of the seniors had to make a Change the World project in order to graduate, and their project was like make some kind of change, with like police violence. So like, we went on basically a march, I guess. We went to a precinct. And then we just stood there with posters, some of us laid on the ground, you know. We stayed there for a while... it kind of made me feel like maybe what I’m doing may change something, you know. Maybe people are going to start seeing what we did as, you know, something important.”

--Angela, 11<sup>th</sup> grade, Leadership High School

Simmons UNIVERSITY

BOSTON COLLEGE Lynch School of Education and Human Development

---

---

---

---

---

---

---

---

### Change the World Projects

- “Some of the seniors had to make a Change the World project in order to graduate, and their project was like make some kind of change, with like police violence. So like, we went on basically a march, I guess. We went to a precinct. And then we just stood there with posters, some of us laid on the ground, you know. We stayed there for a while... It kind of made me feel like maybe what I’m doing may change something, you know. Maybe people are going to start seeing what we did as, you know, something important.”

--Angela, 11<sup>th</sup> grade, Leadership High School

Simmons UNIVERSITY

BOSTON COLLEGE Lynch School of Education and Human Development

---

---

---

---

---

---

---

---

### Change the World Projects

- “I feel like the twelfth graders are...teaching us their ways so that we’re able when we get to twelfth grade to have a Change the World project that actually means something.”  
--Socorro, 9<sup>th</sup> grade

---

---

---

---

---

---

---

---

### Students Teaching Students & COVID-19

- Learning at the intersection of technological possibilities and social action

---

---

---

---

---

---

---

---

### Common Tools

- Introducing a framework
- Students teaching students
- **Effecting school change**
- Real-world assignments
- Teachers getting personal




---

---

---

---

---

---

---

---

### Espiritu High School

Mission: For students to engage in learning and reflection about their own experiences and relationships in our community



**Simmons UNIVERSITY** **BOSTON COLLEGE**  
Lynch School of Education  
and Human Development

---

---

---

---

---

---

---

---

### Political Agency: Youth Sociopolitical Control

Time	ESPIRITU HS	ALL CIVIC-MISSION SCHOOLS
Time1	3.56	3.62
Time2	3.74	3.69
Time3	3.87	3.82
Time4	3.88	3.8
Time5	4.07	3.92

**Sample Item:** My opinion is important because it could someday make a difference in my community or school.

**Simmons UNIVERSITY** **BOSTON COLLEGE**  
Lynch School of Education  
and Human Development

---

---

---

---

---

---

---

---

### Effecting School Change

**Electronic Device Policy**

At appropriate times and with teacher permission, student use of electronic devices in class can enhance learning and create deeper connections to the curriculum. Phones, tablets, smart watches, and computers are all considered "devices." In response to the rapidly-changing world of technology,

**Simmons UNIVERSITY** **BOSTON COLLEGE**  
Lynch School of Education  
and Human Development

---

---

---

---

---

---

---

---

### Effecting School Change

• "In summary," a young man explained at the end of the twenty minute presentation, "the technology policy is outdated and incorrect, particularly in regard to tablets. So the media pass allows the use of phones and headphones at certain times. There is no media pass at lunch because this is when we need to be more social and put away electronics. And it helps us prepare for college because in college you have more freedom to decide what you want to do."

--11<sup>th</sup> Civics Presentation to Faculty



---

---

---

---

---

---

---

---

### Effecting School Change

Dear Civics Class:

First of all, congratulations on a very well-done presentation. It was a delight to see you so poised and comfortable delivering your information to the faculty yesterday. Thank you! We do find ourselves with a couple of questions which we're hoping you could respond to, largely concerning headphones.

Question 1: While you presented an article about the benefits of headphones, there are many others that indicate students achieved lower test scores with music. Did you do selective research?

Question 2: Why encourage/allow headphones usage from 3-4 PM, a time when many students are working on homework often, now, unproductively? Will this improve their efforts, or will time be spent searching for the perfect song?

...

In all honesty, you are quite convincing in your presentation, but we are sharing our concerns so that you we can continue to think about this before we implement a policy that could change the educational environment we have worked hard to create at Espiritu High School.

Thanks for your efforts!  
The Espiritu Faculty



---

---

---

---

---

---

---

---

### Effecting School Change

"I never really thought that schools, like, listened to [students]. But Espiritu really listens to its students. Being able to make change here, it does impact my future because I believe, like if I can make change within a small group, I can make change over a big group throughout a long period of time."

--Jenelle 11<sup>th</sup> grade



---

---

---

---

---

---

---

---

### Effecting School Change & COVID-19

- Privilege and draw upon the expertise of students and families in a moment where teaching and learning is being re-created




---

---

---

---

---

---

---

---

### Common Tools

- Introducing a framework
- Students teaching students
- Effecting school change
- **Real-world assignments**
- Teachers getting personal




---

---

---

---

---

---

---

---

### Community Academy

Mission: Develop in students the knowledge, skills and commitment to envision a better world and work to achieve it.




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

### Real World Assignments



Humanities 9 Trimester 3 Reader  
Rethinking Justice  
Puerto Rico's Relationship with the United States



**Simmons UNIVERSITY** **BOSTON COLLEGE**  
Lynch School of Education  
and Human Development

---

---

---

---

---

---

---

---

---

---

### Real World Assignments

- “I feel like it gives us a voice cause we’re writing letters to the senators and representatives, and I feel like if we send out those letters, that it would make some type of improvement to what’s happening.”  
--Dana, 9<sup>th</sup> grade, Community Academy

**Simmons UNIVERSITY** **BOSTON COLLEGE**  
Lynch School of Education  
and Human Development

---

---

---

---

---

---

---

---

---

---

### Real World Assignments & COVID-19

- Producing online content is “realer” than it has ever been




---

---

---

---

---

---

---

---

### Common Tools

- Introducing a framework
- Students teaching students
- Effecting school change
- Real-world assignments
- **Teachers getting personal**




---

---

---

---

---

---

---

---

### Teachers Getting Personal

- “I chose to write about the [White] classmate who told me I’d never graduate. What happened was I went up to a student and asked if I could be part of her study group. And she said ‘no, because no one thought I’d graduate.’ Imagine someone telling you that on the second day of graduate school that you’re going to fail. And there will be people who say that to you.”

Ms. Lyla Dennette, 9<sup>th</sup> English, Make the Road Academy




---

---

---

---

---

---

---

---

### Teachers Getting Personal

- Mr. Kamin, Tubman High School
  - White teacher of African American Literature course
- “He was really receptive to their ideas, and I think he’s gonna work on changing it, cause this is like the first year that the class was made, so I think the feedback was really helpful.”
 

--Melissa, Tubman 12<sup>th</sup> grader




---

---

---

---

---

---

---

---

### Teachers Getting Personal & COVID-19

- Online learning requires teacher vulnerability to “dissolve the screen”




---

---

---

---

---

---

---

---

### Acknowledgments

- **Participants:** Students, teachers, and school leaders in our participating schools
- **Research Team:** Dr. Aaliyah El-Amin, Dr. Shelby Clark, Dr. Lauren Kelly, Dr. Pauline Jennett, Dr. Madora Soutter, Dr. Jalene Tamerat, Melanie Cabral, Kathryn Gramigna, Jamie Johannsen, Saira Malhotra, Jennifer Yung
- **Funding Support:** National Academy of Education, Spencer Foundation, John Templeton Foundation, BU Undergraduate Research Opportunities Program




---

---

---

---

---

---

---

---

Thank you! And let's Talk!



Save 40% on paper editions of *Schooling for Critical Consciousness*. Mention promo code **SCCV20** on orders placed at [hepg.org](https://www.hepg.org) or call 888-437-1437. Offer expires 6-1-20  
<https://www.hepg.org/hep-home/books/schooling-for-critical-consciousness>

Simmons  
UNIVERSITY

BOSTON COLLEGE  
Lynch School of Education  
and Human Development

---

---

---

---

---

---

---

---

---

---

### COVID?

- Learning at the intersection of technological possibilities and the components of the critical consciousness framework (analysis, agency, action)
- Authentic learning in the face of geographic and technological limitations. Students' communities and families can become sites of inquiry and action
- Given the limitations, maybe focus on one of the three components that seems most feasible under the circumstances.

BOSTON COLLEGE  
Lynch School of Education  
and Human Development

---

---

---

---

---

---

---

---

---

---